

SOCIOLOGY PROGRAM REVIEW
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PERIOD REVIEWED: FALL 2011-SPRING 2014

Executive Summary

The Sociology Program is made up of courses from the Departments of ANT, MAT, PSY and SOC. The Associate in Arts in Sociology for Transfer introduces students to the sociological principles and methodologies used in the study of society and behaviors. Students will acquire the essential foundation and skills necessary to pursue advanced degrees in Sociology, and a wide variety of occupational specializations in the field. This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirement, plus focus on transferable coursework that relates to majors at these institutions.

1. Support of the College Mission

a. Purpose of the Program

These courses help develop skills and strategies to be successful in the college environment and serve to introduce students to areas that support and influence the study of Sociology. These courses fulfill general education requirements/electives and are also major areas of study for the Associate of Arts for Transfer degree.

b. Unique Institutional Goal

The Sociology Program serves Institutional Goal 1 from the Integrated Strategic Plan 2013-2016, which states "Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement."

The Sociology program encompasses a plethora of individual courses, such as Introduction to Statistics, Introduction to Research Methods, Social Psychology, Cultural Anthropology, Marriage and the Family, that enhance personal growth and career enhancements that apply to an infinite number of industries.

Additionally, the accumulation of courses that satisfy the degree requirements lead directly to a degree that is solely for the purpose of transfer to a four-year institution.

c. Support of the Overall College Mission

The Sociology Program continually strives to provide exemplary learning environments that promote student success and foster the lifelong love of learning by delving deep into societal structures, anthropological mainstays, relating data to group behavior, and thinking/writing critically about the world's civilizations.

2. Populations Served

a. Describe Populations

In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence and online students, students from Needles via ITV, DSPS, and EOPS students.

b. Other Populations

Although no other populations have been identified, program faculty would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance. As we move ahead in that modality, faculty training for teaching online is highly desired.

3. Accomplishments in Achieving Previous Goals

The Sociology Program was first approved as a program in August of 2011; therefore, this is the first program review for this program. The Division continues to review courses to ensure they are current, and being successfully offered. Many courses have been placed as inactive due to not being offered in a period of time, or the lack of need resulting in only core courses being offered. As the College regains financial stability, consideration for new courses remains an option.

4. Strengths, Weaknesses and New Goals

a. Major Strengths

- i. *The department offers a wide variety of courses given available personnel.*
- ii. *Faculty members are knowledgeable and experienced, and are committed to academic integrity.*
- iii. *Multiple modalities of instruction are used throughout the department in order to optimize student learning.*

b. Major Weaknesses

- i. *Some courses are taught far too frequently, while others are rarely or never taught.*
- ii. *Due to economic constraints and turnover of personnel, a scaling back of elective type courses in favor of the core class offerings as well as an overreliance of Correspondence courses has existed.*
- iii. *Student success needs to be closely monitored and strategies developed to promote higher student success rates.*
- iv. *No permanent full-time faculty are assigned to this program. Coverage is managed by adjunct and FT faculty that primarily teach in other disciplines.*

c. New Goals

- i. *Strategically streamline SOC course offerings, and include all courses in the catalog in a rotation over a two year period.*
- ii. *In this rotation include various modalities to accommodate students. Some courses have not been offered face to face or online.*
- iii. *Enrollments will be closely monitored to evaluate the success of these changes, and necessary modifications will be identified and made.*
- iv. *Address the absence of a full-time Sociology faculty member to serve as a custodian for this program.*

d. **Alignment between program goals and institutional goals and objectives:**

New Program Goals	Institutional Goal/Objective
Strategically streamline SOC course offerings, and include all courses in the catalog in a rotation over a two year period.	Goal 1, Objective 1.2: Develop two-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion.
In this rotation include various modalities to accommodate students. Some courses have not been offered face to face or online.	Goal 1, Objective 1.6: To meet student needs and FTES targets, assess the need for course offerings taking into consideration multiple modalities of instruction including face-face, online and correspondence. Goal 1, Objective 1.8: Continuously monitor enrollment patterns and trends in order offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.
Enrollments will be closely monitored to evaluate the success of these changes, and necessary modifications will be identified and made.	Goal 1, Objective 1.3: Continuously assess the quality and availability of courses and programs offered in the various modes of delivery—face-to-face, online, correspondence, ITV and hybrid forms, through program review and other processes, to maintain their academic rigor and currency and to ensure they provide the means to achieve identified student learning outcomes.
Address the absence of a full-time Sociology faculty member to serve as a custodian for this program.	Goal 3, Objective 3.6: Employ qualified faculty and staff and provide opportunities for continued professional and staff development, consistent with the mission and based on identified teaching, learning, and operational needs.

5. **Curriculum History**

a. **Courses in the Program (*courses in program not successfully offered once in 6 semesters)**

Two courses have not been offered between the Fall 2011 term and the Spring of 2014. These are PSY 215 and ANT 106. As noted in the Psychology Program Review, there has been absence of full-time Psychology Program oversight resulting in a haphazard approach to scheduling. Additionally, the resident Sociology/Anthropology full-time instructor has retired and the position has not been filled, resulting in a lack of strategic course offering for this time period. However, this is now being corrected to ensure a much more strategic cycle of course offerings for program completions within the Social & Behavioral Science Division.

Course	Title	Units
SOC 101	Introduction to Sociology	3
MAT 106	Introduction to Statistics w/Lab	4
PSY 150	Introduction to Research Methods	3
SOC 111	Marriage and the Family	3
PSY 215*	Social Psychology	3
ANT 101	Cultural Anthropology	3
ANT 106*	Mexican-American Culture	3
PSY 101	General Psychology	3

6. Course Scheduling and Availability

a. How Scheduling Optimizes Class Availability

Currently, SOC courses are offered face-to-face at varying times, some are offered online and ITV, and via correspondence. Correspondence courses serve a wide variety of students who may not otherwise enroll in courses, such as incarcerated students, or those who are otherwise unable to come to campus. In later sections of this document, however, we can see that the absence of a full-time Sociology has negatively impacted the program as there are not as many courses available for students to enroll.

b. How Scheduling Optimizes Student Learning

Sociology students consistently receive high quality instruction as indicated by favorable faculty evaluations. The availability of correspondence courses ensures that students with issues related to transportation or distance can enroll in courses. Recently, an institutional protocol for evaluating courses taught by both FT and part-time faculty was updated, and their implementation will assist in evaluating the learning experiences of students more effectively in the future.

7. Student Learning Outcomes

SLO QUANTITATIVE DATA

Average Percentage Program Learning Outcome #1 For AAT, SOCIOLOGY		
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions and self-development.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
SOC 101	86%	92%
ANT 101	100%	91%
PSY 101	88%	-
SOC 111	-	100%
Average % of Successful Students by Year	89%	93%

Average Percentage Program Learning Outcome #2 For AAT, SOCIOLOGY		
The ability to explain and apply the major theoretical perspectives in sociology.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
SOC 101	86%	92%
ANT 101	100%	91%
PSY 101	88%	-
SOC 111	-	100%
Average % of Successful Students by Year	89%	93%

Average Percentage Program Learning Outcome #3 For AAT, SOCIOLOGY		
The ability to interpret and communicate the “sociological perspective” and the diverse intersections of social categories, including race, class, gender, sexuality, age, religion, and nationality.		
Course IDs within the Program that map to PLO#1	% Successful Students Fall 2014	% Successful Students Spring 2015
SOC 101	86%	92%
ANT 101	100%	91%
PSY 101	88%	-
SOC 111	-	100%
Average % of Successful Students by Year	89%	93%

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes For AAT, SOCIOLOGY		
PROGRAM LEARNING OUTCOME	% Successful Students Fall 2014	% Successful Students Spring 2015
PLO #1	89%	93%
PLO #2	89%	93%
PLO #3	89%	93%
Average % of Successful Students by Year	90%	93%

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
Sociology	PLO #1	None	No gaps identified	-	-	-	-

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
Sociology	PLO #2	None	No gaps identified	-	-	-	-

- a. **List courses for which CLOs have not been assessed. Provide an explanation.**

MAT 106, PSY 150, PSY 215, ANT 106 have not been through the SLO process, as they have not been offered since the institution finalized this process.

- b. **Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.**

No. Students are doing well meeting the prescribed benchmarks.

- c. **Provide specific examples of course improvements resulting from the assessment of course SLOs.**

Based on the data, faculty have deemed improvements necessary but will continue to monitor assessment data for areas which need attention.

- d. **Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.**

None identified.

8. Course Currency

- a. **Courses in program, year COR approved by Curriculum Committee**

Course	Title	Date Approved
ANT 101	Cultural Anthropology	01/2015
ANT 106	Mexican-American Culture	01/2007
PSY 101	General Psychology	05/2014
PSY 150	Introduction to Research Methods	11/2013
PSY 215	Social Psychology	12/2014
SOC 101	Introduction to Sociology	01/2015
SOC 111	Marriage and the Family	04/2013
MAT 106	Introduction to Statistics w/Lab	01/2015

- b. **Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within three years preceding this report.**

ANT 106 is not a required course for this program. It is an elective that fulfills a core requirement. It has not been offered in many, many years and since the retirement of the full-time Sociology Instructor the updating of this course has fallen by the wayside.

Due to personnel changes, the Division will meet to determine if ANT 106 remains in the Program or if it will become inactive.

9. Program and Course Coverage

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.**

	Full-Time Only	Adjunct Only	Both FT & Adjunct
ANT 101			X
PSY 101			X
PSY 150			X
PSY 215	X		
SOC 101			X
SOC 111			X
MAT 106	X		

- b. Explain how effectively the program is served with the current coverage.**

Right now the program is getting by with coverage by adjuncts and instructors from other disciplines, but the program will not see growth unless there is a designated full-time instructor to the Sociology Program.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.**

A previous full time Instructor taught ANT/SOC/PHI. Since his retirement, other full time instructors from other areas with equivalency have taught courses in these areas as well as adjunct instructors. Because of the enrollment trends, it would be prudent to have a full time instructor for Sociology that has the ability to teach in an additional area to provide oversight and continuity.

10. Professional Development

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.**

Faculty have attended Flex Day activities that have implemented SLO's and PLO's. This data has been reviewed by Division co-chairs and plans are in the works to compare the 2nd full year of its implementation with the 1st to determine effectiveness and strategies for improvement.

Most faculty have embraced the Bridge and have implemented its use in varying degrees. It is anticipated that Canvas will be utilized as well, which should provide a useful transition to transfer students that may encounter its usage in other institutions.

Faculty have taken an active role in implementation of hybrid and online courses in a pilot program directed at incarcerated students. This will expand opportunities for both those students and the program in offering different modalities of instruction other than the traditional correspondence mode.

- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

The importance for off-site professional development and membership in relevant professional societies is recognized, in order to foster pedagogical growth and professional connections, all in an effort to support our institutional, program and course level goals.

Canvas training is scheduled for interested faculty during the Spring 2016 semester to assist those faculty utilizing the current Bridge system. Additional training for those considering online instruction has been discussed. Budgets are being developed to include staff development funds to assist faculty in individual disciplines accomplish their individual instructional needs.

11. Student Successful Completion and Retention

a. Course Completions

Overall, these completion rates leave plenty of room for improvement. An overwhelming majority of these courses were offered correspondence, which may be one factor causing the low completion rates. Another factor may be related to personnel. Two full time individuals that had been responsible for ANT and SOC are no longer affiliated with the District.

COURSE COMPLETIONS						
	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
ANT-101		54%		33%	67%	46%
MAT-106	-	54%	-	100%	79%	67%
PSY-101	65%	55%	61%	60%	59%	53%
PSY-150	-	-	-	25%	-	-
SOC-101	63%	70%	39%	37%	69%	-
SOC-111	31%	66%	57%	23%	52%	-

b. Course Retentions

Most of these retention numbers look very good, with a few exceptions.

COURSE RETENTIONS						
	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
ANT-101	79%	93%	-	-	-	-
MAT-106	-	62%	-	100%	93%	83%
PSY-101	87%	86%	81%	82%	80%	76%
PSY-150	-	-	-	38%	-	-
SOC-101	87%	89%	68%	57%	88%	-
SOC-111	71%	83%	83%	63%	81%	-

c. Degrees – type and number of annual awards

There have been no awards of this degree thus far.

12. Enrollment Trends

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment.

The most erratic fluctuations are seen in 2013 Fall and 2013 Spring with single digits in section 2 for both terms. Otherwise, there is very steady enrollment with a few minor fluctuations that are attributed to multiple sections being offered the same term. For example, SOC 101 in 2012 Fall has eight sections that made.

Prefix	Sect	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP
ANT-101	01		24		27	27	29
	02						28
ANT-101	Total		24		27	27	57
MAT-106	01		13		12	14	
	02						12
MAT-106	Total		13		12	14	12
PSY-101	01	34	45	29	27	29	24
	02	14	29	16	5	4	27
	03	28		32	36	26	15
	04	24				28	
PSY-101	Total	100	74	77	68	87	66
PSY-150	02				8		
PSY-150	Total				8		
SOC-101	01	24	21	18	17	19	
	02	32	29	13	21	30	
	03	34	40	25	26		
	04	32		20	22		
	05			15	24		
	06			16	24		
	07			27			
	08			29			
SOC-101	Total	122	90	163	134	49	
SOC-111	01	27	35	24	25	27	
	02	25		18	23		
	03			23			
SOC-111	Total	52	35	65	48	27	

13. Financial Trends

Salaries						
Department	2011-12		2012-13		2013-14	
	Budget	Actual	Budget	Actual	Budget	Actual
ANT	37,446	37,446	2,708	2,708	-	8,877

PSY	78,973	76,949	83,267	92,720	97,082	101,656
SOC	48,194	48,194	34,773	72,553	30,753	28,873
Totals	164,613	162,589	120,748	102,681	127,839	139,408
Benefits						
	2011-12		2012-13		2013-14	
Department	Budget	Actual	Budget	Actual	Budget	Actual
ANT	16,160	13,681	109	277	-	822
PSY	14,454	15,417	22,242	22,672	31,597	30,358
SOC	7,675	11,754	4,449	20,961	11,937	10,714
Totals	38,289	40,852	26,800	43,910	45,534	41,894
Supplies						
	2011-12		2012-13		2013-14	
Department	Budget	Actual	Budget	Actual	Budget	Actual
ANT	234	268.74		0	0	
PSY	400	415	-	-	-	-
SOC	824	775	-	-	-	-
Totals	1,499	1,197	-	-	-	-

The above data reflects Division totals, not those of the Program (as mentioned in Executive Summary). MAT figures are located within the Math and Sciences review.

Within these areas, full time Instructors may be assigned to other Divisions and would be considered adjuncts within SOC. In general, we have 1 full time (Dr. Wallace) for CHD/GE, 1 full time (K. Eoff) for HIS/POS and 1 full time (Dr. Redwine) for PSY/ADS. All other areas are taught by either adjunct Instructors or full time individuals from other areas.

14. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

Facilities, such as classrooms and offices are somewhat adequate overall at this point. During this review, many instructors have embraced and utilized the course management system. It is likely a new system will be in place soon, training and maintenance of the system will be required to those using it.

- b. Describe plans for future changes in facilities or equipment that would better support the program.

While ITV has been upgraded, with better electronic capabilities between Blythe and Needles. Some faculty have expressed frustration that, when issues arise, ITV personnel have not been available at all times that ITV classes meet to address those concerns. The ITV department has worked with the Instructors to facilitate these concerns.